



## SAFEGUARDING POLICY



Date of last review:	Sept 2016	Review period:	1 year
Date of next review:	Sept 2017	Owner:	Head of Safeguarding
Type of policy	Network	LGB or Board:	Risk and Audit Committee

## **Named staff with Safeguarding Responsibilities**

**Academic Year : 2016/2017**

<b>Principal</b>	<b>Designated Safeguarding Lead</b>	<b>Deputy Designated Safeguarding Lead</b>	<b>Nominated Safeguarding Link Governor</b>	<b>Chair of Governors</b>	<b>Local Authority Designated Officer (LADO)</b>
Clive Barnes	Philippa Dawson	Donna Howe	Bradley Albuery	Joanne Grenfell	Denise Lingham

### **1. Introduction**

- 1.1 This Policy sets out Ark's commitment to safeguard the children and young people in our academies. The scope and aims of the Policy are set out in sections 3 and 4. Section 6 details leadership and management responsibilities in our network for those with a particular safeguarding remit, and sections 8 to 12 detail the key staff responsibilities, safeguarding procedures, policies and available information to academies to support safeguarding in our schools. In section 13 the Policy describes our support for the child and how we partner with our parents and carers.
- 1.2 This Safeguarding Policy has been developed in accordance with the principles established by the Children Act 1989 and 2004 and responsibilities under section 157 of the Education Act 2002. It reflects the current advice and guidance from the Department for Education and requires the academies in the network to take note of the priorities of their Local Safeguarding Children's Board (LSCB). In particular, the policy is consistent with the child protection procedures outlined in the following statutory guidance:
- Working Together to Safeguard Children (March 2015)
  - What to do if you are worried a child is being abused (March 2015)
  - Use of reasonable force: Advice for headteachers, staff and governing bodies (July 2013)
  - Keeping Children Safe in Education (Sept 2016)
- 1.3 This Safeguarding policy requires staff and governors to read and sign to acknowledge Part One of Keeping Children Safe in Education September 2016, supported by a questionnaire or online survey to assist staff to understand and discharge their role and responsibilities.

## 2 Definitions

Within this document:

- 2.1 The umbrella term 'Safeguarding' is defined in the Children Act 2004 as:
- Protecting from maltreatment;
  - Preventing impairment of health and development;
  - Ensuring that children grow up with the provision of safe and effective care;
  - Work in a way that gives the best life chances and transition to adulthood.
- 2.2 **Child Protection (CP)** is an aspect of safeguarding, but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.
- 2.3 **Child** refers to all children and young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.
- 2.4 **Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.
- 2.5 **Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and /or failure to provide proper care. Explanations of these are given within the document.

## 3. Principles and Values

- Children should feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language should be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so will engage in partnership working throughout the child protection process to safeguard children.
- We also recognise that there are often no easy solutions to safeguarding problems. Making a referral is an important step, but our responsibilities do not end there. While solutions are being worked on, and afterwards, affected children will continue to come to school each day, and will continue to need attention in many ways. We must be sensitive and responsive to their continuing needs.

Whilst the academy will work openly with parents as far as possible, the academy reserves the right to contact Children's Social Care Services or the Police, without notifying parents if this is in the child's best interests.

## 4. Aims

This policy sets out the principles, procedures and advice from the Department for Education that support the safeguarding aims of our academies, which are to:

- Do our best to identify children who are suffering or are likely to suffer abuse and to act to protect and help them, working with other relevant services.

- Support the child's or young person's development in ways that will foster security, confidence and independence;
- Provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties;
- Educate and encourage pupils to keep safe through the content of the curriculum and the academy ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued;
- Reinforce our Safeguarding Policy with strong policies for recruitment, for preventing and dealing with bullying and harassment, and for teaching children how to protect themselves.
- Raise the awareness of all teaching and non-teaching staff of the need to safeguard students and of their responsibilities in identifying and reporting possible cases of abuse or neglect, and to be aware of signs of abuse in non-verbal children;
- Provide a systematic means to monitor students known or thought to be at risk of harm, and to ensure the academy contributes to assessment and support for those students alongside other agencies e.g. Social care services, Children with Disabilities Teams, School Nurse, Children & Mental Health Service (CAMHS), Education Welfare and the Police.
- Emphasise and acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils;
- Set clear safeguarding procedures and make sure that everyone in our schools understands and follows them.
- Train our staff in the implementation of these and all other topics relevant to safeguarding.
- Review the outcomes of our work to make sure that we continue to strike the right balance
- Develop and promote effective working relationships and appropriate information sharing with other agencies, especially the Police and the relevant Social Care Services; and
- Ensure that all staff, governors and volunteers at the academy who have access to students, have current DBS checks, their identity has been verified by original documentation and that those references are checked in line with Ark recruitment and appointment policies.
- Ensure detailed policies and procedures for each academy will be found in **Appendix A**.

## 5. Scope

This policy applies to all staff, governors, volunteers and trustees working in or on behalf of the academy, including those at Ark Central team. Schools should make the policy available on their academy website.

## 6. Leadership and Management

### 6.1 The Ark Schools Board

The Ark Schools Board retains statutory responsibility for ensuring that all legal responsibilities in connection with Safeguarding are discharged.

This responsibility is invested in the Head of Safeguarding who is the network's Designated Safeguarding Lead.

Responsibility for Safeguarding (other than safer recruitment) is then delegated by the Head of Safeguarding to the academy's Principal and Designated Safeguarding Lead to act on behalf of the Ark Schools Board and ensure that Safeguarding policies and procedures are compliant with local authority guidance and locally agreed inter-agency procedures.

## **6.2 Head of Safeguarding**

The Head of Safeguarding holds responsibility for ensuring schools have appropriate safeguarding processes, practices and relevant training to safeguard and promote the welfare of children.

The Head of Safeguarding recognises that staff anxiety around child protection can undermine good practice and so has established clear lines of accountability, training and advice to support the process and individual staff with that process.

Strategic support will be provided to schools. The Head of Safeguarding will delegate to the Principal and Designated Safeguarding Lead in each academy to ensure that this policy is followed. Training on these responsibilities is provided by Ark.

## **6.3 The Principal or Head of School**

The Principal or Head of School will ensure that:

- the policies and procedures adopted by the Ark School's Board and Local Governing Body associated with protecting children are fully implemented, understood and followed by all staff and adhered to at all times;
- the nominated Safeguarding link governor is made known to all staff;
- sufficient resources and time are allocated to enable the academy's Designated Safeguarding Lead and other staff to discharge their safeguarding responsibilities;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies;
- and that the responsibilities detailed in 6.4 are fully carried out.

## **6.4 The Designated Safeguarding Lead in the Academy**

The Designated Safeguarding Lead is the lead officer within the academy for Safeguarding and has the following responsibilities:

### **6.4.1 Raising awareness**

- Ensure that the Safeguarding policy is known, updated and reviewed annually and the procedures and implementation are updated and reviewed;
- Ensure that the Safeguarding policy is available and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the academy;
- Where children leave the academy ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **6.4.2 Training**

- Receive appropriate training annually;

- Understand the assessment process for providing early help and intervention e.g. early help assessments, Common assessment framework (CAF), Single assessment framework (SAF);
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when requested to do so;
- Ensure each member of staff has access to and understand the Academy's Safeguarding policy and procedures, especially new and part time staff and volunteers;
- Be alert to the specific needs of children in need, those with special educational needs & disabilities and young carers (s.17 CA 1989);
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the academy may put in place to protect them;
- Ensure all staff members receive appropriate safeguarding training refresher annually.

**6.4.3 Referrals and casework:** The DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Ark Head of Safeguarding and or children's social care services. Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate. The DSL is responsible for the following in relation to referrals and casework:

- Act as a source of support, advice and expertise within the academy;
- Refer all cases of suspected abuse to the local authority children's social care services;
- Refer to Head of Safeguarding/The LADO for all cases which concern a staff member;
- Refer to Head of Safeguarding/ HR for all cases where a person has left due to risk/harm to a child;
- Refer to Head of Safeguarding/ Police for cases where a crime may have been committed;
- Liaise with the Principal to inform of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Ensure the academy is represented at strategy meetings, child protection conferences, reviews, core groups and other multi-agency meetings;
- Sharing information as appropriate with other agencies and contributing to assessments;
- Ensure the academy carries out their part of any child protection plan;
- Keep the Principal and Ark's Head of Safeguarding informed of issues and ongoing investigations with particular reference to paragraph 9 and ensure there is always cover for their role.

**6.4.4 Records and reporting:** Child Protection records must be kept in an appropriate and useful manner and treated as confidential information. Each academy should have a secure filing system for child protection records. Files should be clearly labelled CP or CIN with initials of child's forename and surname. Files must be kept separately from pupil's general school records and information shared with those who need to have it. Reports will be objective and evidence based; they will distinguish between fact, observation, allegation and opinion. Specifically, the DSL is responsible for the following

- Keep detailed, accurate, secure written records of all child protection concerns and any related referrals;
- When a child leaves the academy, ensure that the child protection file is copied for the new academy or school as soon as possible and transferred to the new academy or school;
- Separately from the main student file - if a child is missing from education, home, care or parents elect to home educate then the child protection file will be copied and the copy forwarded to the Education /Social Care Service;
- Report regularly to the Local Governing Body on child protection issues in the academy;
- Ensuring that all staff and volunteers fully comply with the Academy's policies and procedures and attend appropriate training

## **6.5 The Local Governing Body (LGB)**

The Local Governing Body will require **Safeguarding Link Governor and the Designated Safeguarding Lead** to report on the measures they are taking to ensure compliance. Statutory responsibility does not pass to the Local Governing Body or any of its members; however the Local Governing Body performs a vital role in monitoring compliance and challenging the academy to ensure that best practice is followed.

All governors must recognise their safeguarding duties towards children in the academy. LGB governors are required to sign a Code of Conduct confirming this upon joining the LGB and this is renewed annually.

A safeguarding link governor will be appointed to discharge the responsibilities listed below. The link governor will work with the Head of Safeguarding and the Designated Safeguarding Lead to monitor and report back to the LGB in accordance with the Safeguarding Link Governor Role Description, which the Head of Safeguarding will own and review from time to time.

The Local Governing Body will monitor that the following are delivered by the school:

- the academy has the Ark Safeguarding Policy and procedures in place that are consistent with DfE and Local Safeguarding Children Board guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request;
- the academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- the Academy has procedures for dealing with allegations of abuse against teachers and other staff that comply with guidance from Ark, DfE and locally agreed inter-agency procedures;
- a senior member of the Academy's leadership team is designated to take lead responsibility for child protection (the Designated Safeguarding Lead) and that this person is not the Principal unless there are particular reasons for the Principal to be the Designated Safeguarding Lead for a fixed time period;

- the Designated Safeguarding Lead undertakes training in child protection and inter-agency working to Local Safeguarding Children Board (LSCB) standards at appropriate intervals, as and when required but at least annually;
- all staff who work with children undertake training in their Safeguarding responsibilities on a regular refresher basis, at appropriate intervals, as and when required, but at least annually;
- a nominated governor is responsible for liaising with the senior management team to immediately remedy any deficiencies or weaknesses in the Academy's safeguarding arrangements that come to the local governing body's attention;
- where services or activities are provided on the Academy premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the Academy on these matters where appropriate;
- that policies, procedures and the discharge of Safeguarding duties are reviewed annually.

To support LGBs in their responsibilities, it is required that the Safeguarding Link Governor undertake safeguarding training provided by Ark. The Chair and other LGB members will have safeguarding refresher at appropriate intervals, as and when required, but at least annually.

## **7. Adoption of this Policy by the academy's LGB**

The academy is able to add to this Policy when it is adopted by the LGB but cannot remove elements or rewrite the Policy in full or in part other than for stylistic or presentational purposes. A final copy of the agreed Policy should be sent to the Head of Safeguarding for information. Where an academy's Policy has not yet been updated with the LGB's approval, or where part of an academy's procedures contradicts aspects of this Policy, this Policy shall have precedence.

## **8. Staff Responsibilities**

Staff have a key role to play in identifying concerns early and provide help for children.

### **8.1 Listening and responding**

All staff receive training in how to listen and respond to children. They will allow the child to speak and only ask open questions to aid clarification.

### **8.2 Record keeping**

- Any member of staff who has concerns about the welfare of a child must share this information with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).
- Staff will make a brief, accurate and verbatim record of the concerns including the child's own words (if a disclosure) or the evidence that has led to the concerns.
- This report is given to the DSL who will analyse risk and refer onwards as necessary and appropriate.
- Referrals where urgent action is required should never be delayed in order for a full report to be written. Information should be passed on immediately and the report followed.
- CP records will be stored securely and away from the main pupil records.

### **8.3 Confidentiality**

- All matters relating to child protection are to be treated as confidential and only shared as per the 'working together' guidance.



- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the academy and at Ark Central who 'need to know'.
- All staff are aware that they cannot promise a child that they will keep a secret
- Disciplinary action will be considered for any breach of confidentiality.

#### 8.4 Reporting

- Staff will report to the DSL or DDSL any additional concerns, disclosures or observations after the initial referral, not assuming that a referral in itself will protect children.
- Staff will notify the DSL or DDSL of any child on a Child Protection Plan where there is an unexplained absence.
- The DSL or DDSL will be notified of any child who may be close to having a fixed term exclusion of permanent exclusion.

### 9. Child Protection

#### 9.1 Abuse

9.1.1 All staff have a professional duty to act on suspicions of abuse, or reported allegations of abuse.

9.1.2 A child may be abused if someone inflicts harm upon them or fails to act to prevent harm. Harm is the ill-treatment or impairment of health and development including, for example, impairment suffered from seeing or hearing the ill-treatment of another. Health includes physical and mental health and development means physical, intellectual, emotional, social or behavioural development.

9.1.3 Abuse may take a number of forms, including physical, sexual or emotional, or neglect. Abuse, neglect and safeguarding issues are rarely standalone events. In most cases multiple issues will overlap with one another. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. The concept of significant harm is the threshold that justifies intervention in family life in the best interests of the child. There are no absolute criteria for what constitutes significant harm. Relevant factors include the severity of ill treatment, the degree of harm, the duration or frequency of abuse or neglect, and the presence of threat or coercion. A single traumatic event may cause significant harm, or a compilation of events which interrupt, change or damage the physical or psychological development of a child.

#### 9.1.4 Signs of possible abuse

Staff and other adults in the academy are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationship between staff, children, parents and the public which foster respect, confidence and trust can lead to disclosure of abuse and or our academy staff being alerted to concerns.

The following list is not prescriptive and many signs listed will not necessarily indicate abuse. They only act as a guide:

- Unexplained injuries, bruising etc
- Unauthorized absences from the academy that do not have a reasonable explanation or exhibit a suspicious pattern
- Significant change in behaviour
- Indications of hunger

- Issues of consistent personal hygiene
- Untreated medical conditions
- Watchful, cautious response to adults
- Aggressive or abusive to others
- Bullying other children or being bullied
- Under-achieving, unable to concentrate
- Avoiding removal of clothing in PE etc
- Truancy, fabricating or stealing
- Inability to trust others and make friends
- Deterioration in general well being
- Comments or language from the child that cause concern

## **9.2 Identifying & Raising Concerns**

9.2.1 All staff have a duty to be alert to the potential indicators of abuse or neglect and aware of the risks potential abusers may pose to recognise concerns and to raise them with the academy Designated Safeguarding Lead with responsibility for child protection. All concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead prior to discussion with parents. All staff will immediately report any of the following issues to the Designated Safeguarding Lead or Deputy Safeguarding Lead:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play/Daily physical activities, any explanation given which appears inconsistent, varied or suspicious,
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play, language),
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment,
- Any concerns that a child is presenting signs or symptoms of abuse or neglect,
- Any significant changes in a child's presentation, including non-attendance/unauthorized absences,
- Any hint or disclosure of abuse from any person,
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

## **9.3 Dealing with allegations against staff**

9.3.1 In addition to above 9.2.1, the academy Designated Safeguarding Lead or Principal must advise the Head of Safeguarding of any Safeguarding issue, concern or allegation raised about the practice or behaviour of a member of staff.

9.3.2 If the safeguarding issue, concern or allegation is against the Principal, the person receiving the information must contact the Head of Safeguarding. The Ark Procedures on Allegations against teachers and other staff must be followed and the Designated Safeguarding Lead or Principal must advise the Head of Safeguarding if an allegation:

- Could result in, or has resulted in, a strategic case meeting being called by a Local Authority Designated Officer (LADO);

- Relates to a member of staff and, without prejudice to the case, the Designated Safeguarding Lead judges may result in disciplinary action being taken.

## **10. Induction**

- 10.1 In recognition of the vital importance safeguarding plays in our academies, all staff members are informed of their academy's Safeguarding Policy and Procedures and advice from their Local Safeguarding Children's Board (LSCB) as part of their induction when they start at the academy. All staff members must receive regular refresher training, at appropriate intervals, as and when required, but at least annually to keep up with any relevant safeguarding and child protection developments.

## **11. DBS**

- 11.1 All new employees will undergo DBS checks before commencing work in all but the most exceptional cases and employees with a break in service of more than three months will also be rechecked, and all TUPE'd employees will have a DBS check when they join the network.
- 11.2 Three yearly re-checks cease for academy - based staff but continue for central office staff, volunteers and contractors and any other staff deemed to be high risk, as well as agency staff (the check being done by the Recruitment Agency). Governors and Trustees (the Propriety Body) must have an Enhanced DBS to be checked every four years. Notwithstanding paragraphs 9.2 and 10 all academies will comply with DBS requirements as set out in Part Three of Keeping Children Safe in Education (September 2016).
- 11.3 Ark reserves the right to repeat any check if any information is received that suggests a person may no longer be suitable for continued employment.

## **12. Information and Guidance**

- 12.1 Each academy will insert in **APPENDIX A** of this document a series of Ark or school policy, procedure or guidance documents or links to documents specific to their academy addressing the following topics:
- Protection and wider safeguarding
    - What is Child Abuse/definitions/signs and symptoms
    - Attendance/Children Missing from Education
    - Dealing with Disclosures
    - Signs and symptoms of child sexual exploitation
    - Signs and symptoms of female genital mutilation/mandatory reporting
    - Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')
    - Medicine & First Aid
    - Health & Safety
    - Educational visits/Transporting children on school activities
    - Intimate care
    - SEND
    - IT Policy
    - Whistleblowing

- Definition of Private Fostering
  - Children /young people with Medical Needs
  - Responding to self-harm, suicide, mental health
  - Primary-Secondary transition
  - Internet and /or E-Safety
  - Staff code of conduct
  - Behaviour & Attitudes
    - Behaviour
    - Anti – Bullying and Harassment
    - Anti-Discrimination
    - Use of Reasonable force/Physical Intervention /Positive Handling
    - Images/photography of students
    - Managing allegations against other pupils
    - PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)
  - Safety
    - School site security
    - Visitor Management
    - Coping with a school emergency/Emergency response plan
  - HR & Governance
    - Safer recruitment
    - Complaints policy
    - Allegations against teachers & other staff
    - Disqualification under the Childcare Act 2006 (DfE Feb 2015)
    - Safeguarding – requirement for Governors
- 12.2 Each academy may wish to include documentation or links to documentation in addition to those listed above in paragraph 12.1.
- 12.3 **Appendix B** contains the documents referred to in paragraph 1.5 or links to those documents.
- 12.4 **Appendix C** contains the following documents or links to those documents highlighted in Keeping Children Safe in Education (Sept 2016), as being specific safeguarding issues as follows;
- Child missing from education
  - Child missing from home or care
  - Child sexual exploitation (CSE)
  - Bullying including cyberbullying
  - Domestic violence
  - Drugs
  - Fabricated or induced illness

- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls (VAWG)
- Mental health
- Private fostering
- Preventing Radicalisation
- Sexting
- Teenage relationship abuse
- Trafficking

12.5 The academy Designated Safeguarding Lead (DSL) will ensure, in conjunction with the priorities of the Local Safeguarding Children's Board (LSCB) that all staff are made aware of the contents of these appendices in line with the prevalent safeguarding issues in their local area.

12.6 **Appendix D** contains the network Recruitment Policy which is relevant to safeguarding as it contains information regarding Safer Recruitment and DBS.

### **13. Supporting the child and partnering with parents**

13.1 The academy recognises that the child's welfare is paramount and that good child protection practice and outcome are helped by (but are not solely dependent upon) having a clear understanding of the needs and views of children, and a positive, open and honest working partnership with parents.

13.2 We will provide a secure, caring, supportive and protective relationship for the child. Children will be asked for their views and each child will be heard, although it will be explained that while their views will be taken into account, there is a professional responsibility to take the action that is necessary to ensure the child's safety. Children will be given a proper explanation (appropriate to their age & understanding) of what action is being taken on their behalf and why.

13.3 While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the Social services/Local Authority Designated Officer (LADO) as appropriate.

13.4 We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents. The Principal or Designated Safeguarding Lead will determine which members of staff need to know personal information and what they need to know to support and protect the child. They will ensure that the appropriate members of staff in particular to the child is aware of any issues which they may need to know so they are best able to support the child.

## APPENDIX A

- Protection and wider safeguarding
  - What is Child Abuse/definitions/signs and symptoms
  - Attendance/Children Missing from Education
  - Dealing with Disclosures
  - Signs and symptoms of child sexual exploitation
  - Signs and symptoms of female genital mutilation/mandatory reporting
  - Duties under the Counter Terrorism and Security Act 2015 (The 'Prevent Duty')
  - Medicine & First Aid
  - Health & Safety
  - Educational visits/Transporting children on school activities
  - Intimate care
  - SEND
  - IT Policy
  - Whistleblowing
  - Definition of Private Fostering
  - Children /young people with Medical Needs
  - Responding to self-harm, suicide, mental health
  - Primary-Secondary transition
  - Internet and /or E-Safety
  - Staff code of conduct
- Behaviour & Attitudes
  - Behaviour
  - Anti – Bullying and Harassment
  - Anti-Discrimination
  - Use of Reasonable force/Physical Intervention /Positive Handling
  - Images/photography of students
  - Managing allegations against other pupils
  - PSHE & Citizenship /Relationship & Sex Education (RSE)/Spiritual, moral, social and cultural (SMSC)
- Safety
  - School site security
  - Visitor Management
  - Coping with a school emergency/Emergency response plan
- HR & Governance
  - Safer recruitment
  - Complaints policy
  - Allegations against teachers & other staff
  - Disqualification under the Childcare Act 2006 (DfE Feb 2015)
  - Safeguarding – requirement for Governors

## **APPENDIX B**

**Working Together to Safeguard Children (March 2015)**

**What to do if you are worried a child is being abused (March 2015)**

**Use of reasonable force: advice for head teachers, staff and governing bodies (July 2013)**

**‘Information Sharing: Advice for practitioners’, DfE (March 2015)**

**Keeping Children Safe in Education (Sept 2016)**

## **APPENDIX C**

Child Missing from Education

Child Missing from home or care

Child Sexual Exploitation (CSE)

Bullying including cyberbullying

Domestic Violence & Abuse

Drug Advice for Schools

Fabricated or Induced Illness

Abuse Linked to Faith or Belief

Female Genital Mutilation (FGM)

Forced Marriage

Gangs and Youth Violence

Gender based violence/violence against women and girls (VAWG)

Mental health

Private fostering

Preventing radicalisation

Sexting

Teenage Relationship Abuse

Trafficking



## APPENDIX D



## RECRUITMENT & APPOINTMENT POLICY